**CCS ELA Reading Assessment**

**GRADE: 8th**

**NAME OF ASSESSMENT:** The Science of *Gravity*

**STANDARDS ASSESSED:**

#### Key Ideas and Details:

[CCSS.ELA-LITERACY.RI.8.1](http://www.corestandards.org/ELA-Literacy/RI/8/1/)  
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RI.8.2](http://www.corestandards.org/ELA-Literacy/RI/8/2/)  
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RI.8.3](http://www.corestandards.org/ELA-Literacy/RI/8/3/)  
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

#### Craft and Structure:

[CCSS.ELA-LITERACY.RI.8.4](http://www.corestandards.org/ELA-Literacy/RI/8/4/)  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

[CCSS.ELA-LITERACY.RI.8.5](http://www.corestandards.org/ELA-Literacy/RI/8/5/)  
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

[CCSS.ELA-LITERACY.RI.8.6](http://www.corestandards.org/ELA-Literacy/RI/8/6/)  
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

#### Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RI.8.7](http://www.corestandards.org/ELA-Literacy/RI/8/7/)  
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

[CCSS.ELA-LITERACY.RI.8.8](http://www.corestandards.org/ELA-Literacy/RI/8/8/)  
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

[CCSS.ELA-LITERACY.RI.8.9](http://www.corestandards.org/ELA-Literacy/RI/8/9/)  
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**EXPLANATION OF STANDARD ALIGNMENT:**

#### Key Ideas and Details:

[CCSS.ELA-LITERACY.RI.8.1](http://www.corestandards.org/ELA-Literacy/RI/8/1/)  
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

* *In task 1, students must identify the main idea presented in a behind-the-scenes video clip (the text) regarding the clip. They must listen carefully, read the images and text in the video in order to be able to answer the question regarding the theme of the movie as presented by the filmmakers in the video clip. Students must also cite evidence from the video clip to support their claims/answers to the questions.*
* *In task 3, students must also watch various multimedia clips and read various articles and identify the main ideas there by citing evidence from the text.*

[CCSS.ELA-LITERACY.RI.8.2](http://www.corestandards.org/ELA-Literacy/RI/8/2/)  
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

* *In task 1 and 2, students must summarize the main points regarding the directors’ motives for the film Gravity* *and how these motives or themes are encompassed in the events of the film and filming techniques.*
* *In task 3, students must identify the central arguments and ideas in various pieces addressing scientific principles as it relates to the events of the movie.*

[CCSS.ELA-LITERACY.RI.8.3](http://www.corestandards.org/ELA-Literacy/RI/8/3/)  
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

* *In task 1, students must analyze how the movie fulfills the author’s purpose where the events and context of the movie serve as a series of metaphors in the theme of overcoming adversities in life.*
* *In task 1, students must also analyze and interpret word choice in reinforcing the metaphoric theme of the movie.*

#### Craft and Structure:

[CCSS.ELA-LITERACY.RI.8.4](http://www.corestandards.org/ELA-Literacy/RI/8/4/)  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

* *In task 1, students must analyze the influence of word choice in a specific quote by the filmmakers in explaining their movie.*
* *In task 3, students must analyze the opposing viewpoints of two authors and identify and key words or phrases which have an effect and influence the author’s points or arguments.*

[CCSS.ELA-LITERACY.RI.8.5](http://www.corestandards.org/ELA-Literacy/RI/8/5/)  
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

* *In task 1, students must also analyze and interpret word choice in a specific quote by one of the filmmakers and its influence in reinforcing the metaphoric theme of the movie.*

[CCSS.ELA-LITERACY.RI.8.6](http://www.corestandards.org/ELA-Literacy/RI/8/6/)  
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

* *In task 3, students must analyze the opposing viewpoints of two authors regarding a debate of the scientific accuracy of the film Gravity*.

#### Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RI.8.7](http://www.corestandards.org/ELA-Literacy/RI/8/7/)  
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

* *In task 2*, *students must analyze how different strategies (literary, technological and film) used in the film and the movie itself help the authors achieve their purpose*

[CCSS.ELA-LITERACY.RI.8.8](http://www.corestandards.org/ELA-Literacy/RI/8/8/)  
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

* *In task 3, students must outline the arguments made by two authors with conflicting/opposing viewpoints regarding the scientific accuracy of the film and the evidence they use to make those arguments.*

[CCSS.ELA-LITERACY.RI.8.9](http://www.corestandards.org/ELA-Literacy/RI/8/9/)  
Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

* *In task 3, students must outline the arguments made by two authors with conflicting/opposing viewpoints regarding the scientific accuracy of the film, the evidence they use to make those arguments, and the relevancy of these arguments as it pertains to author’s/director’s purpose. After considering the arguments of both viewpoints, students must ultimately evaluate the evidence and formulate an opinion as it pertains to the debate.*

**DURATION OF ADMINISTRATION:** 1.5-2 hours

**MATERIALS NEEDED:**

* Internet Access for all students
* Individual laptop/tablets
* Video streaming access of youtube clips
* Youtube clips.

**PREPARATION FOR THE ASSESSMENT:**

Ensure that all students have access to Flash software and can access the video clips, so that all students can watch the videos and hear the audio without severe interruptions. It would be strongly advised to check the viability of all Youtube links or download the videos as Mp4 files and to check the wireless connection prior to the start of the assessement.

Students will also require some background and introduction to the general plotline of the movie Gravity. The following video clip may provide students with some background:

["Gravity" Extended Trailer](http://www.youtube.com/watch?v=d6sk3HudM4k)

**INTRODUCTION:**

Gravity is an Oscar-winning, critically acclaimed film that first hit American theaters in 2013. The film was revolutionary in the sense that the special effects used to create the film required advanced technology and unique filming techniques in order for the filmmakers to create a realistic backdrop of the movie’s primary setting of outer space. A key component of the movie’s plotline and effect is the realism of its setting, which in itself becomes a vital symbol and metaphor of the key themes in the movie. In the following assessment, students will be interacting with various expository/informative texts, including multimedia (video clips) and traditional print text. Although much of this assessment requires students to watch video clips, students must still “read” the videos, understand and analyze the content within them.

**Task 1:**

*Watch the following clip of an interview with director, Alfonso Cuaron, on his movie Gravity*

<https://www.youtube.com/watch?v=ZbPfNJwp9XY>

According to director, Alfonso Cuaron, what was the central theme of the movie? Be sure to cite evidence from the video to support your claim.

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| **Theme:** |

* **Evidence #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Evidence #2:**

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Explain why Jose Cuaron means when he says “We imagine this image of an astronaut floating into the void, it is metaphorically relevant of how part of life is trying to fight the ***inertia*** of where you’re drifting.” (1:09)

Consider: *inertia* refers to Sir Isaac Newton’s First Law of Motion, The Law of Inertia, which states that an object in motion will stay in motion unless acted upon by an unbalanced force and an object at rest will stay at rest unless acted upon by an unbalanced force (Encyclopedia Britannica Online). In other words, *inertia* refers to an object’s resistance to change.

How does Cuaron’s word choice, in using the word “inertia” help enhance his point about the movie being “metaphorically relevant”?

**Explanation of quote:**

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**Explanation of word choice:**

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**Task 2:**

*Watch the “*Gravity Featurette” *video* *again:* <https://www.youtube.com/watch?v=ZbPfNJwp9XY>

Explain **what** strategies, literary or otherwise (literary devices, technology, point-of-view etc.) did the filmmakers of the movie use to convey this message and **how** these strategies helped convey this message. Cite evidence or examples from the text to support your analysis.

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| **Strategy #1:** |

* **Evidence/Example:**

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* **Evidnece/Example:**

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* **Explanation of strategy’s effect on conveying the theme:**

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| **Strategy #2:** |

* **Evidence/Example:**

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* **Evidence/Example:**

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* **Explanation of strategy’s effect on conveying the theme:**

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**Task 3:**

Refer to the following resources:

[CBS This Morning: Is "Gravity" Scientifically Accurate](http://www.youtube.com/watch?v=7OIpAMt3M80)  
["The Science Behind the Film Gravity"](http://www.youtube.com/watch?v=7jwJgYLQGW4)  
[Discover Magazine's: The Real Stories and The Real Science behind "Gravity"](http://blogs.discovermagazine.com/outthere/2013/10/07/the-real-stories-and-science-behind-gravity/#.Uuto0fldWSr)  
 [Neil DeGrasse Tyson Isn't Falling for "Gravity"](http://www.theverge.com/2013/10/7/4811336/neil-degrasse-tyson-isnt-falling-for-gravity)

There exists some debate as to the scientific accuracy of the movie, *Gravity*, and many authorities from both the film and scientific community have commented on this debate. In the T-Chart below, **identify two authors with opposing viewpoints**; **summarize their main arguments,** citing evidence from the texts; **identify key words, phrases, references or other strategies** each author uses to make their point; and **determine whether the scientific accuracy of the film *Gravity* is a viable concern**, based on the arguments you read from the resources above.

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| **Author #1 Viewpoint**  ***Author Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***Source: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***Summary of viewpoint:*** | **Author #1 Viewpoint**  ***Author Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***Source: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  ***Summary of viewpoint:*** |
| **Evidences from Text Supporting this Viewpoint** | **Evidences from Text Supporting this Viewpoint** |
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| **Key words/phrases/references/strategies author uses to make their point** | **Key words/phrases/references/strategies author uses to make their points** |
|  |  |
| ***Your opinion on the debate, “Is ‘*Gravity’ *scientifically accurate?”:*** | |